

Texas Education Agency
Standard Application System (SAS)

2016–2017 Texas 21st Century Community Learning Centers, Cycle 9, Year 1		
Program authority:	Elementary and Secondary Education Act Title IV, Part B as amended by the No Child Left Behind Act	<div style="border: 1px solid black; padding: 5px;"> FOR TEA USE ONLY <small>Write NOGA ID here:</small> <div style="display: flex; justify-content: space-between; align-items: center;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">Document Control Center</div> <div> <p style="font-size: 2em; margin: 0;">2016</p> <p style="font-size: 1.5em; margin: 0;">MAR 29 PM 12:31</p> </div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">Received Texas Education Agency</div> </div> </div>
Grant Period	August 1, 2016, to July 31, 2017	
Application deadline:	5:00 p.m. Central Time, March 29, 2016	
Submittal information:	Three complete copies of the application, at least one with an original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;"> Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494 </div>	
Contact information:	21stCentury@tea.texas.gov	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Amendment #	
Lasara ISD	245-901		
Vendor ID #	ESC Region #	DUNS #	
746001591	01	794756143	
Mailing address	City	State	ZIP Code
6160 East 6 th Street	Lasara	TX	78561-0057

Primary Contact

First name	M.I.	Last name	Title
Jessica		Rodriguez-Gracida	Project Director
Telephone #	Email address		FAX #
956-642-5410	jrodriguez@lasarisd.net		956-642-3751

Secondary Contact

First name	M.I.	Last name	Title
Sara	A.	Alvarado	Lasara ISD Superintendent
Telephone #	Email address		FAX #
956-642-3598	salvarado@lasarisd.net		956-642-3546

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Sara	A.	Alvarado	Superintendent
Telephone #	Email address		FAX #
956-642-3598	salvarado@lasarisd.net		956-642-3546

Signature (blue ink preferred)

Date signed

Sara A. Alvarado 3/24/16

Only the legally responsible party may sign this application.

701-16-102-105

Schedule #1—General Information (cont.)

County-district number or vendor ID: 245-901

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grant*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit. Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year

Start date (MM/DD):

End date (MM/DD):

Section 2: Applicant Organizations and the Texas Statewide Single AuditYes: ☐No: ☐**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 245-901

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
1.	Nonprofit organizations, excluding ISDs and open-enrollment charter schools	Proof of nonprofit status (see <u>General and Fiscal Guidelines</u> , Required Fiscal-Related Attachments, for details)
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	Written Agreements	Written agreements or memoranda of understanding are required for partnerships involving school districts, community-based organizations, or other organizations that work on behalf of the contractor to manage the daily operations of the program. Written agreements are also required for partners that are significantly involved in the development and/or implementation of the program. They are not required for providers of single services, such as a physical activity provider or instructional coach. For example, a district may act as the fiscal agent but manage a contract for a provider to operate the program or host programs at school or non-school locations.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances requirements</u> .
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification requirements</u> .
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification requirements</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances requirements</u> .

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 245-901

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that funds awarded under this program will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant federal, state, local, or non-federal funds.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that the program will take place in a safe and accessible facility.
4.	The applicant provides assurance that the proposed program was developed, and will be carried out in active collaboration with the schools that students attend.
5.	The applicant provides assurance that the program will target students who attend schools eligible for schoolwide programs and the families of such students.
6.	The applicant provides assurance that the community has been given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application.
7.	The applicant provides assurance that it has selected feeders and centers in a manner designed to serve students that are most in need of the additional services based on a comprehensive systematic assessment of the needs of students and families and the resources of campuses and the community. The applicant also provides assurance that it will annually conduct a needs assessment and an updated program implementation plan based on the results of the annual needs assessment.
8.	The applicant provides assurance that it will comply with all reporting schedules and deadlines including data entry schedules, as required for state and federal reporting.

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Schedule #3—Certification of Shared Services

County-district number or vendor ID: 245-901

Amendment # (for amendments only):


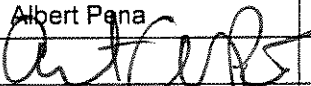
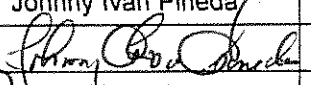

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	245-901 Lasara ISD	Sara A. Alvarado 	956-642-3598 salvarado@lasarisd.net	464,897
Member Districts				
2.	245-904 San Perlita ISD	Albert Pena 	956-248-5563 apena@spisd.org	293,807
3.	245-903 Raymondville ISD	Johnny Ivan Pineda 	956-689-8176 jipineda@raymondvilleisd.org	783,572
4.	214-902 San Isidro ISD	Mario Alvarado 	956-330-4461 mario.alvarado@sanisidroisd.org	251,747
5.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
6.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
7.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
8.	County-District # County-District Name	Name	Telephone number Email address	Funding amount

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Schedule #3—Certification of Shared Services (cont.)				
County-district number or vendor ID:245-901			Amendment # (for amendments only):	
#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Grand total:				

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #4—Request for Amendment

County-district number or vendor ID: 245-901

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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By TEA staff person:

Schedule #4—Request for Amendment (cont.)			
County-district number or vendor ID: 245-901		Amendment # (for amendments only):	
Part 4: Amendment Justification			
Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Changes on this page have been confirmed with: _____ Via telephone/fax/email (circle as appropriate)	On this date: _____ By TEA staff person: _____

Schedule #5—Program Executive Summary

County-district number or vendor ID: 245-901

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Be sure to address fundamental issues such as an overview of your community, the need for the program, and a general description of the program to be implemented. Be sure to align your description with the purpose and goals of this Request for Application. Address new and expanded services that will be made available by the program. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The purpose of this ACE Program is to provide Lasara ISD, a rural school in Willacy County, the opportunity to establish a collaborative partnership with neighboring rural schools. They are as follows: San Perlita ISD, Raymondville ISD, and San Isidro ISD. There is a need to promote and enhance "high-quality" afterschool programs in rural communities. These schools are defined by isolation, long distances between places, and a sparse population. These characteristics affect the cost of transportation, access to goods and services, the ability to recruit and retain teachers, the level of parental participation, the number and level of student participation in extra-curricular activities, and the proximity to entertainment, services, shopping, and other amenities that people in other communities take for granted (Westport, 2002).

The **2014-2015 Texas Academic Performance Report** indicates that all four school districts that are seeking the opportunity to participate in the ACE Program: *Met Standard* on the 2015 Accountability Ratings. The **2014-2015 Texas Public Schools Explorer**(TPSE) has identified areas of weakness and gaps in services for the rural communities in South, Texas. The TPSE reports indicates that the number of students in the rural communities in South, Texas area are living in poverty. For: Example 58.8% is the Statewide "economically disadvantaged for the state. A student is identified as being at risk of dropping out of school based-on state -defined criteria. A student is defined as "economically disadvantaged" if he or she is eligible for free or reduced-price lunch or other public as assistance: NOTE: Each of the four rural school districts are ABOVE the Statewide Rate of : 58.8%.

The Four Schools Districts And Economically Disadvantaged Rates:(EDR)

Lasara ISD	Rural in Willacy County	73.7%	State Rate: 58.8% (SR)
San Perlita ISD	Rural in Willacy County	68.7%	58.8%
Raymondville ISD	Rural in Willacy County	88.1%	58.8%
San Isidro ISD	Rural in Starr County	86.3%	58.8%

The Lasara ISD -EDR is 14.9% more than the SR.

The San Perlita ISD - EDR is 9.9% more than the SR.

The Raymondville ISD -EDR is 29.3% more than the SR

The San Isidro ISD - EDR is 27.5% more than the SR.

The **Community Needs Assessment**: (CAN) noted that in the rural areas there is a lack of services to support an ACE Program.; Which are designed to have supervised activities before-and-after school activities. There are no Boys and Girls Club, YMCA, or any other facility other than the public schools.

Research indicates that, as rural children and families grapple with issues such as poverty, lower wages and educational attainment levels, food deserts and obesity, the need for additional support in real communities is undeniable. Afterschool and summer learning programs hold enormous potential to field fill the gaps in rural communities while also helping those communities prosper. Afterschool and summer learning programs are providing new learning opportunities for children-helping them to discover newfound interests, explore a variety of topic areas, and learn about different cultures and communities beyond their own zip code. Across the nation, afterschool programs are stepping up their efforts to provide more than a safe place for children to go when they get out of school. The role of afterschool programs is growing, and research shows that quality programs are helping the students make academic gains, activating a greater interest in learning, providing supportive mentors, and helping students stay healthy and active with exercise and healthy foods(*America Afterschool 3PM, Report-2014*).

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 945-901

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

This ACE Program is designed to meet the purpose, goals of this application: to intentionally strive for all participants meet outcomes in the areas of Academic Performance, School Day Attendance, Positive Behavior, Grade Promotion Rates and Graduation.. To design the best after school program do two things: (1) Be sure to engage students in fun activities that create a desire to learn, and (2) They build on what students are learning during the school day to extend the knowledge that already have.

Intentionally identify practices the program uses successfully to increase student performance in the **six** content areas of **literacy, mathematics, science, the arts, technology, and homework/tutoring assistance**

LITERACY: Afterschool is the perfect time to integrate speaking, listening, reading, and writing-building students' competence in all four literacy skills. Students can choose lively, interactive, and fun activities, that engage all facets of language communication.

MATHEMATICS From simple addition and subtraction to algebra and geometry, math skills are central to students' success, both in school and in the world beyond the classroom. The afterschool environment is ideal for providing activities that bring these math concepts to life

SCIENCE: How can you extend science knowledge and skills in afterschool? Through fun, hands-on, innovative activities that explore science through learning and real-world problems and projects.

ARTS: The arts combine learning with fun afterschool activities that engage students, in working with dance, music, theatre, and visual arts, students explore, apply and understand the meaning of the arts in their own lives.

TECHNOLOGY: To live, learn and work successfully in an increasingly complex and information rich society, today's Students must be able to use technology effectively and think creatively. Afterschool programs are ideal for introducing exciting technology- enriched activities that promote learning, communication, and life skills.

HOMEWORK: Although there are multiple reasons to include homework in afterschool programs, perhaps the most compelling reason is that homework help can increase student achievement. In fact, research suggests that when students have the homework support they need, they are more likely to do better in school (SEDL, 2009)

High quality afterschool and expanded learning programs create connections with the curriculum and instruction offered by the regular school day but do not duplicate what goes on during the school day. Instead, they offer highly interactive, engaging activities, that emphasize skills acquisition, problem solving, exposure to new experiences and significant relationships with caring adults. Afterschool activities are typically smaller and more informal than school day classes, with an emphasis on active participation. Youth can generate their own ideas for activities, which can be completed in shorter (or longer) time blocks than in the traditional school day. After school activities enhance and enrich the lessons offered during the traditional day.

Ensuring strong alignment between schools and afterschool and expanded learning programs requires creative thinking and collaboration. The most important factor in achieving linkages is not a formal structure of activities and policies. Rather, it is the underlying feelings, perceptions, and behaviors of program and school staff members. It is the "culture of connection rather than the "policies of connection" that determines whether a link between the classroom and the program is truly established.

One reason to intentionally align the afterschool and expanded learning program to the regular school day is to promote learning and school success for youth who participate in the program. Alignment can be made through homework help, tutoring, enrichment events, and recreational activities. But focusing on alignment with the school day does not imply replication of the school day. School and program staff members can work together to bring about a broader understanding of opportunities for learning.

Impressively, the Lasara ISD and its partners are proposing an afterschool program that will serve **36.7%** of the entire campus population. This means that over one out of every three students of the participating campuses will be involved in the ACE Program.

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #6—Program Budget Summary

County-district number or vendor ID: 245-901

Amendment # (for amendments only):

Program authority: Elementary and Secondary Education Act Title IV, Part B as amended by NCLB

Grant period: August 1, 2016, to July 31, 2017

Fund code/shared services arrangement code: 265/352

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$1,333,098	\$	\$1,330,982
Schedule #8	Professional and Contracted Services (6200)	6200	\$56,046	\$30,000	\$86,046
Schedule #9	Supplies and Materials (6300)	6300	\$112,091	\$	\$112,091
Schedule #10	Other Operating Costs (6400)	6400	\$208,046	\$	\$208,046
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input type="checkbox"/> No	
Total direct costs:			\$1,707,165	\$30,000	\$1,737,165
Percentage% indirect costs (see note):			N/A	\$56,858	\$56,858
Grand total of budgeted costs (add all entries in each column):			\$1,707,165	\$86,858	\$1,794,023
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		\$1,266,415	\$62,700	\$1,329,126
Administrative Cost Calculation					
Enter the total grant amount requested:					\$1,737,165
Percentage limit on administrative costs established for the program (5%):					× .05
Multiply and round down to the nearest whole dollar. Enter the result.					\$86,858
This is the maximum amount allowable for administrative costs, including indirect costs:					

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 245-901

Amendment # (for amendments only):

Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Teacher			\$
2	Educational aide			\$
3	Tutor			\$
Program Management and Administration				
4	Project director (required)	1		\$60,000
5	Site coordinator (required)	10		\$420,000
6	Family engagement specialist (required)	1		\$42,000
7	Secretary/administrative assistant	1		\$28,000
8	Data entry clerk			\$
9	Grant accountant/bookkeeper			\$
10	Evaluator/evaluation specialist			\$
Auxiliary				
11	Counselor			\$
12	Social worker			\$
Education Service Center (to be completed by ESC only when ESC is the applicant)				
13	ESC specialist/consultant			\$
14	ESC coordinator/manager/supervisor			\$
15	ESC support staff			\$
16	ESC other			\$
17	ESC other			\$
18	ESC other			\$
Other Employee Positions				
19	Title			\$
20	Title			\$
21	Title			\$
22	Subtotal employee costs:			\$550,000
Substitute, Extra-Duty Pay, Benefits Costs				
23	6112	Substitute pay		\$
24	6119	Professional staff extra-duty pay (\$25 an hour@48 staff members)		\$414,208
25	6121	Support staff extra-duty pay (\$18 an hour@ 30 staff members)		\$257,518
26	6140	Employee benefits (9% benefit cost)		\$109,256
27	61XX	Tuition remission (IHEs only)		\$
28	Subtotal substitute, extra-duty, benefits costs			\$
29	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$1,330,982

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 245-901		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Independent Evaluator (10 Centers @ \$3,000 each)	\$30,000
2		\$
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$30,000
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$56,046
(Sum of lines a, b, and c) Grand total		\$86,046

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 245-901		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$112,091
Grand total:		\$112,091

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 245-901		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form.	\$
6412	Travel for students to conferences (does not include field trips). Requires authorization in writing.	\$
	Specify purpose:	
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines.	\$56,046
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires authorization in writing.	\$
Subtotal other operating costs requiring specific approval:		\$56,046
	Remaining 6400—Other operating costs that do not require specific approval:	\$152,000
Grand total:		\$208,046

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: 245-901			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX—Computing Devices, capitalized				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment, furniture, or vehicles				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$0
Grand total:				\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 245-901

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:			1,133	
Category	Number	Percentage	Category	Percentage
African American	4	13%	Attendance rate	96.08%
Hispanic	3066	97.61%	Annual dropout rate (Gr 9-12)	1.03%
White	58	1.85%	Students taking the ACT and/or SAT	72.28%
Asian	4	.13%	Average SAT score (number value, not a percentage)	DNA
Economically disadvantaged	2679	85.29%	Average ACT score (number value, not a percentage)	18.025
Limited English proficient (LEP)	304	9.67%	Students classified as "at risk" per Texas Education Code §29.081(d)	51.83%
Disciplinary placements	DNA	DNA%		

Comments

This application is designed to provide afterschool activities for 1,133 students in four rural communities in South Texas.

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	1	.41%	No degree	1	.41%
Hispanic	208	85.9%	Bachelor's degree	220	89.8%
White	34	9.8%	Master's degree	24	9.8%
Asian	2	.81%	Doctorate	0	0%
1-5 years exp.	57	23.3%	Avg. salary, 1-5 years exp.	\$41,132	N/A
6-10 years exp.	53	.22%	Avg. salary, 6-10 years exp.	\$42,915	N/A
11-20 years exp.	59	24.1%	Avg. salary, 11-20 years exp.	\$49,446.75	N/A
Over 20 years exp.	63	26%	Avg. salary, over 20 years exp.	\$56,067.50	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 245-901

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	28	89	102	108	108	110	118	97	99	92	57	55	51	19	1133
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	28	89	102	108	108	110	118	97	99	92	57	55	51	19	1133

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Schedule #13—Needs Assessment

County-district number or vendor ID: 245-901

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs and resources. Needs are defined as the area, or gap, between current performance and the desired result. Describe the process for objectively assessing the needs and resources for this program, including a description of the process for prioritizing multiple needs and aligning proposed activities to meet the needs, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Based on the information available from the needs asset inventories, conversations, internet searches, and the local media in the area of Willacy County, there is a diffident need for rural families, because of the high "economically disadvantage". If the application is awarded it will sure impact the quality of life for families in the schools and at home for four school districts: Lasara ISD, San Perlita ISD, San Isidro ISD, and in Raymondville ISD alone, has the highest poverty rate among all of the nation's metropolitan and areas, which is at 39.4%. Recently the Willacy County Correctional Center and the Raymondville Walmart, with a combine jobs lost in the past year, which decreases the city and county tax revenues.

Parents in rural communities value the that afterschool plays for both children and families. Rural families not only consider afterschool programs a support system for children's academic growth, social development, and overall health and wellness, but also regard the ACE Program as a critical resource for working families. For example, a strong majority of parents living in rural communities agree that afterschool programs can help children homework assignment, help reduce the likelihood that youth will engage in risky behaviors and offer healthy foods. And more than 7 in 10 parents agree that afterschool programs help give working parents peace of mind about their children when they are at work and help working parents keep their jobs (America After 3PM).

Afterschool programs are helping rural children reach their full potential. Rural parents with a child in an afterschool program paint an encouraging picture of the programs that serve rural communities, with an overwhelming majority of rural parents satisfied with their child's afterschool program overall (85 percent), the program's safe environment, quality of care, the knowledge and training of program staff, and the variety of activities offered. Rural parents are also highly satisfied with the opportunities for their child to interact with peers, homework help, physical activity offered, healthfulness of the program's beverages, snacks and/or meals, and STEM learning opportunities.

Afterschool programs serving rural communities excel in a few key areas. While overall, the activities and offerings of rural afterschool program providers are similar to those reported by parents living outside of rural communities, a few areas, including family activities and healthy snacks, appear to be area of particular strength for rural afterschool programs.

Areas of growth also exist for afterschool programs serving rural communities. Although the overall afterschool program experience reported by rural parents is very positive, certain program elements are not as prevalent in rural afterschool programs compared to programs outside of rural areas, in particular activities associated with technology.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 245-901

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List the five highest-priority "Identified Needs", in order of importance with 1 being the highest level of importance, that the needs assessment process produced. Describe how this proposal would effectively address the need and attain the desired result, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Improve Academic Performance	The program intentionally designed to deliver a "high quality" after school with expanded learning activities that will improve the academic performance of the students. The learning objectives will be designed for SMART Teams : Revitalizing Best Practices for Collaborations – these are key elements stated within all learning objectives will be (Strategic and specific, Measurable, Attainable, Results-oriented and, Time-bound)-(ACE Blueprint)
2.	Improve Attendance	ACE program staff will intentionally plan to develop an attendance plan for students and parents (as appropriate) when a student misses more than two consecutive days of programming. The research indicates that participants benefit most with sustained attendance. Program participants with higher levels of attendance have demonstrated a number of improvements, including positive peer relationships, decreased problem behaviors(Fredricks & Eccles, 2006).
3.	Improve Behavior	If this ACE Program is funded the Lasara ISD-Team will intentionally develop a " Making Rules as a Team ". The Behavior Guidelines are: <u>Be responsible, Be respectful, Be safe, Be a peacemaker, and Be a problem solver</u> . This activity will promote ownership and help students feel more responsible for their actions. This is an Afterschool with expanded learning programs characterized with activity and required movement (Beyond the Bell - AIR).
4.	Improve Promotion Rates	Intentionally focus on strategies to improve the promotion rates will require that students attend school, improve their behavior (so as not to miss instructional time) improve their academic achievement and be motivated to finish school . With implementing the " Make Rules as a Team " activity that will engage students, parents, and staff in open conversations with student(s) in afterschool and expanded learning activities (Beyond the Bell - AIR).
5.	Improve Graduation Rates	ACE Program will intentionally plan to engage all students on the path to improving graduation rates, Establish a plan to develop ' <u>Group Conversations</u> ' where the students may discuss; How to improve the graduation rates - For: Example : 1: <i>Know what the students think.</i> 2: <i>Believe what students say and care about what they think.</i> 3: <i>Engage all students deeply and equally.</i> 4:etc... (Belfanz, R. 2004)

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Schedule #14—Management Plan

County-district number or vendor ID: 245-901

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	Jessica Rodriguez-Gracida, who holds a Bachelor's Degree in Education, has eight years of experience working with high quality 21st Century Afterschool Programs, and also has three years' experience as the Project Director for a Fascial Agent with a Shared Services project.
2.	Site Coordinator(s)	Minimum Bachelor's Degree in Education or related the ability to maintain positive working relations with children, families the public, frontline staff and experience in staff supervision for an assigned center.
3.	Family Engagement Specialist	Minimum Bachelor's Degree in Education or related field, must be familiar with the community and support agencies, capacity to plan, coordinate and implement a Family Engagement Program in each center.
4.	External Consultant	Minimum Master's Degree in Education with previous experiences related with Texas ACE programs, policies/procedures, resources management, and staffing. Will work with Project Director to establish a collaboration of experts, and facilitate ideas for a high-quality project.
5.	Independent Evaluator	Lasara ISD will seek someone who has received formal training in research and or evaluation and has experience in conducting evaluations for "high quality" ACE Programs.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Improve Academic Performance	1. Student and Family Engagement	11/07/2016	07/17/2017
		2. Student and families actively participating & learning	09/12/2016	06/26/2017
		3. Students & families display leadership roles	09/26/2016	05/08/2017
		4. Utilize innovative instructional techniques/resources	09/19/2016	06/05/2017
		5. Curriculum, Lesson Plans and Best Practices	08/29/2016	07/17/2017
2.	Improve Attendance	1. School Involvement	09/19/2016	07/17/2017
		2. Student/Family and Teacher surveys	09/12/2016	05/01/2017
		3. Increase the number of mentors	10/03/2016	07/17/2017
		4. Provide adult advocates based on student needs	09/12/2016	05/01/2017
		5. Number of contacts made w/families, students, staff	08/29/2016	07/17/2017
3.	Improve Behavior	1. Students mentoring other students	10/17/2016	04/24/2017
		2. Students increased sense of involvement in school	09/05/2016	07/17/2017
		3. Number of meetings with students	08/29/2016	07/17/2017
		4. Provide adult advocates based on student needs	09/12/2016	05/11/2017
		5. Use Measurement Tools-surveys and observations	10/03/2016	05/08/2017
5	Increase Promotion Rates	1. Assessment Data	08/22/2016	05/08/2017
		2. To revise and reevaluate student services/activities	08/22/2016	05/08/2017
		3. Activity Tracking - TX21st (Three times per Year)	08/29/2016	07/17/2017
		4. Pre/posttest-needs assessments, project plans, etc.	08/22/2016	05/08/2017
		5. Use the PRIME (ACE KTA) assessment process	08/22/2016	07/17/2017
5.	Increase Graduation Rates	1. Professional Development to Impact Graduation	10/17/2016	05/01/2017
		2. Implementation of strategies learned from training	08/29/216	07/17/2017
		3. Noticeable difference in educational instruction	09/12/2016	06/26/2017
		4. Required training opportunities for all staff	08/22/2016	07/17/2017
		5. MyTexasAce Training Reports	08/22/2016	07/17/2017

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 245-901

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Lasara ISD and its partners will continue to implement a clear means for exchanging information in a timely manner and sharing resources. **Memoranda of Understanding** will be in place to clearly articulate the roles and responsibilities of each partner as well as the distribution of resources. The Afterschool Centers on Education ACE Program has attendance policies that are required in the *Blueprint* and will be counted toward Texas ACE students goals. The ACE Program is required to have a program **Management Team (MT)** composed of the Superintendents from each of the four participating school districts, the principal from each school campus that serves as an ACE Center, the ACE Project Director, the Family Engagement Specialist, the ACE Site Coordinators, program staff and selected parents and community members.

Feedback with ongoing collaborations within the ACE Program community will continuously improve the objectives and goals for a "high quality" ACE Program. This ACE Program is designed so the ACE staff will collect data that is specific to the program objectives and goals. On a monthly basis, data that is collected will be forwarded to the **Independent Evaluator (IE)** who will analyze the data and disaggregate the results by school district, ACE Center, and by student demographic characteristics. Where necessary, the (IE) may make "recommendations for improvements." The monthly reports, along with any recommendations for improvements, are then submitted to the program's (MT), which reviews the data and take action, as necessary, on any recommendations for improvements. Quarterly, semi-annual and annual evaluation reports will also be reviewed.

Collaborative feedback will be presented at each (MT) meeting to help inform decision-making. As most recommendations for improvement occur at the beginning of each school semester (i.e., Fall, Spring and Summer) the ACE Program will built in on-going hours for professional development. In summary the ACE Program will conduct monthly, quarterly, semi-annual evaluation reports to meet the data-driven requirements and to help maintain a focus on the intentionality related program feedback and continuous improvement.

Part 4: Sustainability and Commitment. Describe any existing or planned efforts that are similar or related to this proposal. How will the applicant coordinate with these efforts toward maximizing the effectiveness of grant funds and build sustainability over time? How will you build long-term support and commitment from partners in these efforts and other partners over time? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Lasara ISD and the potential shared services partners are discussing the need to seek ways and means to establish a quality Sustainability and Commitment Plan before the end of the 2017, Spring semester. The **FORMAL SUSTAINABILITY PLAN** will include the following nine components: **Program Summary, Program Vision, Program Collaborators and their Roles for Sustainability, Program Advocates and their Roles for Sustainability, Current Funding Sources, Potential Funding Sources and Steps Toward Securing Them, Quality Program Offerings, Management System in Place, and Evaluation Data.**

There will be required *staff development* needed before the Formal Sustainability Plan project begins. The staff to be engaged in the staff development will include the superintendents of each district, principals from each Afterschool Centers, a staff member from federal program, budget, finance departments, and one school board member per district.

NOTE: If this project is funded the **first formal staff development** will be scheduled at the **Region One Service Center** in Edinburg, Texas.

TITLE 1 Implementation of the New EDGAR

Additional Staff Developments Titles: 2. Leveraging Funds (Blueprint), 3. Resource Management, 4. Funding Sources, 5. Grants, 6. Other Revenue Streams, and 7. Budgeting

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Schedule #15—Project Evaluation

County-district number or vendor ID: 245-901

Amendment # (for amendments only):

Part 1: Evaluation Design. List the research methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Determining the Evaluation's Purpose	1.	Evaluation can be formative, or summative, or both
		2.	Formative- how is your program doing
		3.	Summative-based on data obtained and summarized for the end results
2.	Developing a Logic Model	1.	Goals-what your program hopes to achieve
		2.	Inputs-the resources at your program's disposal to use to work the program
		3.	Outputs-the services that your program provides to reach its goals
3.	Assessing Your Program's Capacity for Evaluation	1.	Input of all program stakeholders is critical in planning the evaluation
		2.	Design a data collection methods for the number of sites included
		3.	Hire an external Independent Evaluator to implement this ongoing process
4.	Developing a Data Collection System and Process	1.	Staff members responsible for tracking data and entering into database
		2.	Train staff how to use the data system on a daily basis with accuracy
		3.	Keep accurate attendance lists and maintain good attendance sheets
5.	Exploring and Making Sense of Data (Harvard Family Research - 2011)	1.	Once the data is collected ; now present your program's evaluation results
		2.	Present at staff meetings for management within the organization
		3.	Comprehensive reports presented to families and others in the community

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How will findings be used to refine, improve, and strengthen the program? How will findings be made available to the public? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Lasara ISD will hire a high-qualified /Independent Evaluator(IE) to collect data on a continuous basis from each of the participating ACE Centers. He or she will be responsible for data acquisition and analyses in order to provide timely, useful, credible, and fair reporting based on the grant requirements. We are seek an individual who has received formal training in research and or evaluation and has experience in conducting evaluation for "high quality " ACE Program grants. The ACE (IE) will meet monthly, quarterly, semi-annual and provide annual evaluation reports. These reports, and any subsequent recommendations for improvement will be presented to the ACE Management Team, The grantee agrees to comply with program evaluations requirements and related data collections that established by TEA and agrees to submit the required evaluation program data in the format and on time as requested by TEA, TEA will collect and analyze data from PEIMS and other TEA databases as required for evaluation and reporting(ACE Blueprint & TEA Program Guidelines)

For example: the ACE Evaluation Plan will allow ACE staff to quickly and efficiently determine, by ACE Program, the following, including, but not limited to: **(1) Performance Measures:** to include- the percentage of all students who attended 30 hours or more of programming for Fall, Spring and Summer; the percentage of all students whose MATH grades improved from Fall to Spring and etc. **(2) Activity Components:** to include- the Four-Component Activate Guide, to identify the top Activity Component that had the Greatest impact on the ACE program students, and etc. **(3) Least Successful Activity Component:** to include what modification could be made to ensure future success for this Activity Component? –and more. **(4) Training & Tools:** to include identifying the TRAINING that MOST assisted in the implementation of the grant. and, **(5) Sustainability:** to include if you plan to continue offering an out-of-school time program, in what capacity do you plan to continue?(Final Yearly Report- 21st CCLC)

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 245-901

Amendment # (for amendments only):

Statutory Requirement 1: Describe the activities to be funded. Specifically explain the supplemental nature of the activities. Include a description of how students participating in the program will travel safely to and from the center and home. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The ACE **Afterschool Program activities** for the **Fall** and **Spring** are being intentionally developed to include academic assistance, enrichment family and parental support services, college and workforce readiness opportunities (**Blueprint**). The program will assist with homework, assignments, and projects. Emphasis will be placed on utilizing **Resources** - to provide exciting, engaging, and fun lessons with materials that promote critical thinking, problem - solving, and reasoning skills that are aligned with the school day. The **Family Engagement Specialist (FES)** will also schedule before and afterschool activities for parents who work late and cannot attend afterschool events. **Afterschool activities** will include academic assistance, enrichment, family and parental support services, college and workforce readiness. The family and parental support services and activities that support and help to increase the participation of families and parents in the students' educational experiences. In addition seek and provide an array of afterschool - based mental health care services that include prevention, early intervention and counseling services. To enhance the learning environment for all students, and their families, regarding the mental health needs of children and their families. **Summer activities** will resemble the Fall and Spring afterschool activities with more time dedicated to the enrichment, college, career and workforce readiness and intentional developed field trips.

All ACE Centers are feeder center(s) and are at public school campuses, ensuring that the afterschool students are attending programs that are safe and is an easily accessible facility. Each ACE Center is its own feeder school(s), with the exception of Center: # -10, Therefore students will need bus transportation to that location. To facilitate access, ACE will provide transportation home for students attending the afterschool components. Using regular school buses and district employed and trained bus drivers will ensure that all ACE students requiring transportation are provided with the safest and most reliable method of transportation. During the summer, if students are transported to and from an Adjunct Site, ACE will continue to maintain the guidelines for using school buses with district employed and trained bus drivers.

Statutory Requirement 2: Describe how the eligible entity will disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

A strong internal communication plan is a critical factor in retaining staff members and partners as well as building effective programming to meet the program's goals. The ACE Program will work to facilitate communication in the community about the **program** activities, schedules, policies, procedures, and the physical locations in a manner that is understandable and accessible. This task will be accomplished by disseminating general program information and registration information to students and parents when the parents is registering their children for school. This information will include the dates and hours and physical locations of the ACE Centers and additional printed information such as newsletters, brochures, and etc.

As with all components of the ACE Program operations there is a requirement to utilize effective **communication strategies** to intentionally disseminate information about the community learning centers to the community.

Examples: are:

In Person: Bulletin boards, Interviews, Notes sent home with participants

Electronic: E-newsletter, Program website,

Marketing Materials: Grocery bag insets, Billboards

Media: Newspapers articles, Editorials, Public service announcements, TV news, Local cable channel

The ACE Program will be: Reaching out to leaders like policy makers and members of the media which is important, and will help building support in our rural community is critical in making sure that our **program** is around for the long haul (Connect After School Network).

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 245-901

Amendment # (for amendments only):

Statutory Requirement 3: Describe how the proposed activities are expected to improve campus and student academic achievement, as well as overall student success. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

To propose intentional **activities to improve student academic achievement as well as overall student success**, by making the most of the afterschool's hours and increasing students' desire to learn. The research does indicate that students get the most out of afterschool programs that :

Develop thoughtful, fun, accessible, activities

Survey and build on students' interests

Motivate and engage all students to participate

Connect to grade-level benchmarks, standards, and the school-day curriculum to increase achievement

Provide real-world activities that connect to the broader community

Provide effective tutoring and differentiated instruction for all skill levels

Integrate technology

Provide homework help Plan activities that engage students and enhance skills across the curriculum, and

Provide staff training and professional development (SEDL, 2006).& (Blueprint)

The outcomes are important, especially in evaluating the impact of the program and in the intentional planning of activities. An outcome is also the change in students' skills, beliefs, attitudes, or knowledge. *And the best afterschool program does two things: they engage students in fun activities that create a desire to learn, and they build on what students are learning during the school day to extend the knowledge they already have.*

Statutory Requirement 4: Identify the federal, state, and local programs that will be coordinated with the proposed program and explain how the proposed coordination makes the most effective use of public resources. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Local Resources Coordination-Use of school-facilities - including classrooms, gym, weight room,, Ag shop.

Payment of utilities-electric, telephone, internet data.

Use of existing school equipment when possible-computer labs, sports equipment, art class equipment

Coordination with county, city programs- i.e. Costal Impact Assistance Grant

Coordination with local universities in other Counties

Services provided free of charge by outside organizations through MOUs – Counseling, family outreach

Lasara ISD a community Recourse Center

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 245-901

Amendment # (for amendments only):

Statutory Requirement 5: Describe how the activities will meet the measures of effectiveness described in the authorizing statute. Specifically describe: 1) how the proposed activities are based on an objective set of measures designed to increase high-quality academic enrichment opportunities; 2) references to evidence-based research that supports the design of the program or activity; and 3) a summary of the plan to collect local data for continuous assessment and local program evaluation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Based on the results of conducting the *Needs Assessment Process* (NAP), which was developed to assess the needs from parent, teachers, students, staff, community stakeholders, and also an outreach to collaborate with other public school districts officials in Willacy and Starr counties. The results of the NAP and *Conducting a Needs Assessment* (CNA) the information and data collected indicate that there's a need to implement a high quality ACE Program that involved multiple partners and a *shared service arrangement*(SSA), to also provide intentional activities. The ACE program leader needs to be involved in managing, and organizing, and operating a high quality program. Providing fun and engaging activities for students that boost their academic performance and motivate them to keep attending the program, definitely as a primary focus. Also is aware of knowing how to effectively oversee daily operations, support the staff and sustain strong relationships either stakeholders. The ACE Program will design learning activities to address specific learning goals in content areas. The program will connected to Texas Essential Knowledge and Skills (TEKS), the academic goals and the school district's instructional goals for specific content areas. The program goals will emphasis specific learning expectations that link to the (*Blueprint*) Activity Guide, and strongly concentrated on improving basic skills. Program leaders will encourage instructional staff to use project-based learning models that integrate content across areas (SEDL, 2009).

The summary of the plan includes **outcomes** and **impact**, which is align and based on the program needs and goals for all activities should be – **SMART** is (Specific, Measurable, Achievable, Relevant, and Time-Specific):

Specific – It is easy to create broad outcomes statements that don't clearly mean anything. Instead, outcomes should be clear and identify specifically what you will achieve with your program.

Measurable – Outcomes are not useful if you can't measure them. Make sure there is some concrete or tangible way to identify wheatear the outcomes has been achieved.

Achievable – Nothing is more frustrating for staff members, funders, and program leaders than creating lofty outcomes should be things you think your program can accomplish either in the short or long term. They need not be easy and basic – you should stretch yourself a bit – but they do not need to be so big that they are unattainable.

Relevant – Outcomes should be relevant to your program. Don't plan to have an impact on things that your program doesn't target. Choose outcomes that are specifically related to the activities you are planning.

Time-Specific – Outcomes should be tied to a specific time frame to encourage staff members bad members and Partners to work toward them.(Beyond The Bell – AIR 2014)

Using SMART goals is a strategy that can help you and your program partners gauge student outcomes in a way that is feasible and contextually driven. Together, internal assets, community context, program participation, and program quality influences outcomes in afterschool and expanded learning settings (Durlak, Mahoney, Bohnert, & Parente, 2010).

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 245-901

Amendment # (for amendments only):

Statutory Requirement 6: Describe the partnership between local educational agencies, community-based organizations, and other public or private entities in carrying out the proposed program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☐ **Check this box IF you are applying for priority points** for submitting this application jointly with eligible entities consisting of not less than one local education agency receiving funds under Part A of Title I and another eligible entity.

☒ **Check this box only IF you did not check the box above AND you are requesting that TEA provide the same priority points** because of the applicant's inability to partner with a CBO within reasonable geographic proximity and of sufficient quality to meet the requirements of the grant.

Lasara ISD is located in rural Willacy County in South, Texas where there is a lack of opportunities in the town where the school is located to establish partnership. There are no local educational agencies, community-based organizations, and other public or private entities to accommodate the proposed ACE Program. Since there is a lack of the availability of CBO support, in this proposal we are attempting to expand our Shared Services concept to include three other rural school districts. The other rural school districts are San Perlita ISD, Raymondville ISD both in Willacy County, and San Isidro ISD in Starr County.

The research states, In the America After 3PM report, *The Growing Importance of Afterschool In Rural Communities*, take a closer look at the afterschool experiences of children and families living in rural communities and compares these experiences to those of children and families outside of rural communities. This report also serves to examine the ways programs are increasing opportunity in these often-underserved and overlooked communities, and what more can be done to make certain all children, regardless of geographic location, are given the array of support they need to achieve their full potential..

If funded we will design a partnership to create a *better school and community collaboration*, and remember the old proverb that says, "It takes a village to raise a child." So imagine then that it would take a community to raise a school. We need to work as a community to nurture our school for our rural community needs. There are great examples of school/community partnership that are happening all over the world. We need more of them, in our rural areas to ensure they are healthy and relevant to the needs of our rural 21st century learners. Whole community engagement would be the key including: the school community, stakeholders, community resources, connecting with the curriculum, and design the challenges for the community and school boards support (Teacher Leadership, 2011)

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 245-901

Amendment # (for amendments only):

Statutory Requirement 7: Based on the community needs assessment in Schedule #13, provide a summary of available resources for each proposed community learning center. Describe how the program proposed to be carried out in the center will address the needs identified through the assessment/evaluation process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

+Summary Based on the Community Needs Assessment Document –Schedule #13

Improve Academic Performance: The 2014-15 Texas Academic Performance Report indicated that each school districts **MET Standard**

NOTE: The Data Reports for Application Needs are at or above the State Rates

The interviews that were conducted with the families, staff, students, the Advisory council members they always had their own agenda:

Which was related to the Willacy area having a very HIGH Economically Disadvantaged Issue – State Rate is 58.8%

For: The four Rural school districts seeking this ACE Program
Their (ED) Rated range from 68.7% to 88.1%

Improve Attendance : In order to provide for these RURAL Schools – an Afterschool program would excel in these four school districts- students and families.

improve Behavior:

Improve Promotion Rates:

Improve Graduation Rates:

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 245-901

Amendment # (for amendments only):

Statutory Requirement 8: Demonstrate how the applicant will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Due to the Research-Based Curriculum and Instructional Practices – What We Learned is Programs of different sizes, physical locations, and structure intentionally use research-based academic activities to enrich learning. All of the programs that visited, regardless of their size, location, rural or urban setting, or community and program demographic, intentionally incorporated academic by research-based strategies and practices to enhance student academic achievement.

Programs that emphasized any of the six content areas-literacy, mathematics, science, the arts, technology, and homework/tutoring – used research-based learning activities. Regardless of size or locations, staff could find resources to support research-based practices. Direct instruction, various exploration activities, and models where students constructed meaning through a variety of engaging hands on activities. Some specific examples of research-based practices we observed include the following:\

Programs focused on enhancing **literacy** skills incorporated practices such as read aloud and literary skills

Mathematics programs used math centers activities, researched supported-supported math activities

Science Programs used research-supported activities such as describing and conduct scientific procedures

Technology programs used the most content-integrated curriculum and reported frequently using research

Programs in the **Arts** research-based practices such as building arts skills, expressing yourself through the arts

The programs visited during this study the later portion of the study were developing and using project-based learning models. Evidence, cited by the programs and supported in the literature, indicates that integrating learning goals across content areas with an expected product can positively affect academic achievement and student developmental goals. Interviews in the program with project-based activities indicated that the participating students had improved academic performance and school-day attendance, and fewer behavior issues than prior to the use of projects as a learning focus.

Statutory Requirement 9: If the eligible entity plans to use volunteers in activities carried out through the community learning center, describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Specifically address senior volunteers. Response is limited to space provided, front side only. Use Arial font, no lesser than 10 point.

Currently we having conversations related to seek volunteers to support the ACE Program as we develop strategies to create linkages and support for families in the school and community

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 245-901

Amendment # (for amendments only):

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Statutory Requirement 10: Describe the preliminary plan for how the community learning center will continue after funding under this program ends. Include the strategies and resources that will be employed, individuals and organizations involved, and an annual timeline for implementing the sustainability plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

✓ Check this box IF you are applying for priority points for local education agency elected board of education written support for sustainability. Letters must represent a majority of the locally elected board and provide a detailed description of the specific challenges the community faces concerning sustainability and how community and board support will assist local efforts to sustain the program over time. Letters of support with original signatures AND a list of all elected board members, including those that did not sign or submit a letter, must be attached to this application.

This is a description of the preliminary Sustainability Action Plan for how the community learning center will continue after funding under this program ends. The plan is composed of :

Methods (M), Action Steps(A), and Timeline(T)...

(M) Develop Vision, Mission, (A)- Create an internal staff team to guide planning process (T) Months 1-3

(M) Develop Goals and Objectives; (A) Develop a logic model to clarify sustainability goals, create specific program objectives, and identify measures to track progress and outcomes.(T) Months 1-3

(M) Research and identify potential stakeholders (A) Identify priorities such as community engagement, strategic communication, leadership development, governance and management.(T) Months 1-3

(M) Initiate relationship with potential stakeholders (A) Schedule community/partner meetings Select team of helpful community members, agency representatives, and business people to act as advisory committee. Formulate meeting agenda.; Prepare invitations and ask folks who recommended individuals for your committee to invite them personally.; Prepare written materials for participants outlining the program's purpose and vision. Language should match community interests garnered from earlier research and interviews with community members.(T) Month 4

(M) Analyze Program Cost (A) Clarify financing for services and outcomes; Map current spending and analyze funding gaps; With staff and advisory committee, develop financing strategies, evaluate options, and develop recommendations. (T) Month 4

(M) Continue to cultivate stakeholders and create buy in (A) Hold meetings. Include shared vision exercise to get input and expand vision to more stakeholders; Invite press to cover a meeting, highlight participants and outcomes.(T) Month 5

(M) Make the Ask (A) Determine appropriate level of collaborative commitment to ask for. (T) Months 5-7

(M) Follow-up (A) Formalize relationship with MOUs. (T) Months 5-7

(M) Be a Good Steward (A) Make sure the program is mutually beneficial to all partners. (T) Months 8- ongoing

(M) Create and execute fund raising plan (A) Use more than one fundraising method, in-kind etc., (T) Months 8-ongoing (carry forward into Years)

NOTE:: The letters of support from School Board Members with original signatures are attached; they are located in APPENDIX A.

Comment: Letters of support for this (SAS) from community stakeholders are also available up-on request.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 245-901

Amendment # (for amendments only):

TEA Program Requirement 1: Community Involvement

Describe your plans to seek continuous feedback and involvement from community stakeholders, including the process for creating and engaging a community advisory council in order to increase program awareness, evaluate program effectiveness, and develop annual program and sustainability plans. A description of the planned membership and participating organizations must be provided.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The ACE Program is well aware of the importance of seeking continuous feedback and involvement from local area community stakeholders. To ensure this is accomplished, the ACE Program will create a **Center Taskforce** (CT) at each school campus serving as an ACE Center. The CT will be comprised of the Principal, Site Coordinator, parents, students, and volunteers from the local community. The CT will be charged with identifying key community stakeholders who need to be fully informed about the ACE Program. These identified stakeholders may include local community political figures (e.g. mayor, city council member, etc.), public servants (e.g. local police chief, Sheriff, etc.), local area business owners, and other community leaders. As each stakeholder is approached they will be asked to join the CT. Each CT member will be asked to attend at least three meetings per year. The meetings will be scheduled to occur at the end of each semester so that community stakeholders can learn, from the evaluation data, about the impact the local ACE Program is having on academic achievement, disciplinary referrals, attendance, and promotion rates at each ACE Center.

To ensure that CT members and other community stakeholders have continuous feedback, each CT will create a Facebook page so that local area stakeholders can learn about updates and continuously share feedback with the ACE Program. Using Facebook as a social media platform to increase feedback between programs and stakeholders is a growing trend in the business community and the ACE Program has opted to utilize this inexpensive method of sharing and of increasing feedback. Additionally, local feedback will be generated via a suggestion box at each ACE Center. The suggestion box will be locked so that only the Site Coordinator can open it, assuring secure feedback and anonymity. Still further, the External Evaluator will disseminate surveys at the end of each semester to program participants, family members, and other identified stakeholders to identify concerns and to identify areas of strength.

WHAT WE HAVE LEARNED need to implement quality practices in your afterschool program to include :

Collaborative activities with peers and others provide positive motivation from students to improve academically, attend school more regularly, and attend school to acceptable behavior standards,

The **community involvement** with **high quality** activity to engage students, parents, staff and the community by using the activities that **allow** all individuals to:

- Have regular opportunities to participate in learning activities requiring collaboration and cooperation with other students.
- Use a variety of group strategies to encourage positive student-to-student relationships.
- The program regularly offers performance activities that require students to collaborate and to develop and practice social skills;
- The program offers multiple ways for students to participate in group activities, like sports, games, and project-based learning activities, that are intended to enhance cooperation and teamwork.
- The program offers field trips as a way to provide additional collaboration and cooperative learning opportunities for students.
- Students work together to plan activities, and Staff structure activities and homework help using a variety of students-grouping models intended to build and strengthen collaborative and cooperation learning.

Having these individuals and organizational representatives directly involved in the ACE Program will help to create the desired understanding and awareness in and around the local community. Further, each of these individuals and organizations will be asked to help with the local evaluation effort by attending focus group sessions facilitated by the ACE Program External Evaluator. Further, each will be tasked with actively sharing information and providing continuous feedback via the ACE Program's Facebook page. Collaborating with each of these key stakeholders will also assist the ACE Program with its Sustainability Plan. Disseminating the expected positive results and effectiveness of the ACE Program to these key stakeholders and organizational leaders will help generate support, at the local level, for using local resources to sustain the ACE Program when federal funding ends.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 245-901

Amendment # (for amendments only):

TEA Program Requirement 2: Grant Management. Describe your plan to manage the various components of the grant while adhering to all grant requirements and providing high-quality programming for all participants. Specifically describe communication among project staff and the provision of ongoing training and support for all staff. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The ACE Program is a large and multi-facet program that will require a robust, flexible, and passionate staff to fulfill its goals and objectives. To effectively manage the program the ACE Program will rely on the ACE Program Director (PD) to oversee the entire program. The PD will be responsible for setting the vision and achieving the mission of the ACE Program. Further, the PD will work to ensure that each ACE Center has the necessary supplies and resources to be effective. However, the day-to-day operations of the ACE will fall to the ten Site Coordinators (SC). The SC's are responsible for ensuring that all Program activities are properly staffed and that all activities are provided in a safe and secure manner. The SC and PD will work cooperatively to ensure that each Center has consistent and reliable staffing to fulfill the schedule, which may consist of one hour before school and two hours of after school activities each Program day. The SC will be responsible for ensuring that all staff and volunteers are properly trained and that all students are provided safe, fun, and educationally enriching activities. To help accomplish this endeavor the SC's will ensure:

- Program policies and procedures are responsive to the needs of students and families in the community.
- Staff/student ratios and group sizes permit the staff to meet the needs of students
- All staff are professionally qualified to work with students.

Further, each SC will be able to offer different enrichment activities based on the needs of their individual Center and its community. SC will be able to schools from activities such as art/crafts, music, recreational, nutrition programs and service learning projects to name a few. Importantly, each of these enrichment activities and youth development programs are designed to offer the ACE students and experience they have not previously had, thus increasing the desire of students to continue to attend the ACE Program.

To ensure that adequate communication is flowing between PD and SC, there will be weekly meetings so that the SC can report on their progress and inform the PD if there are any challenges (e.g. staffing shortage, attendance issues, etc.) or significant accomplishments (e.g. 100% attendance, a special recognition, etc.). These weekly meetings will allow time for each SC/PD to share, with their peers, their programming strategies. In addition the PD will travel to each ACE Center at least once per month for a site visit. During the site visit the PD will observe the Program and the Center in action, ensure all safety procedures are followed, that attendance is being accurately tracked and time to talk about achievements and challenges facing their Center.

To ensure ongoing support and training, four hours of training will be provided and required for each staff member during each semester. Further, PD&SC will have the opportunity to attend local, state and national conferences. L

MONTHLY Local Staff Developmental Sessions for the (MT)**Fall Term**

New EDGAR
Program Start –UP
Program Planning
Program Staff
Program Sustainability

Spring Term

Program Follow-up
Program Planning
Partnerships
Program Staff
Program Sustainability

Summer Term

Program Follow-Up
Program Planning
Partnerships
Program Staff
Program Sustainability

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 245-901

Amendment # (for amendments only):

TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 1 Center Name: Lasara Elementary

9 digit campus ID# 245901101 Distance to Fiscal Agent (Miles) 0.0

Grade Levels to be served (PK-12) PK-8

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

		Total
Number of Regular Students (attending 45 days or more per year) to be served:		150
Number of Adults (parent/ legal guardians only) to be served:		70

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

Campus Name	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 2 Center Name: Lasara High School

9 digit campus ID# 245901001 Distance to Fiscal Agent (Miles) 0.0

Grade Levels to be served (PK-12) 9-12

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

		Total
Number of Regular Students (attending 45 days or more per year) to be served:		40
Number of Adults (parent/ legal guardians only) to be served:		20

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

Campus Name	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 245-901

Amendment # (for amendments only):

TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 3 Center: San Perlita Elementary

9 digit campus ID#	245904101	Distance to Fiscal Agent (Miles)	21.90
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Grade Levels to be served (PK-12) PK-5

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

		Total
Number of Regular Students (attending 45 days or more per year) to be served:	95	
Number of Adults (parent/ legal guardians only) to be served:	60	

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

Campus Name	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 4 Center Name: San Perlita High School

9 digit campus ID#	245904002	Distance to Fiscal Agent (Miles)	21.90
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Grade Levels to be served (PK-12) 6-12

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

		Total
Number of Regular Students (attending 45 days or more per year) to be served:	90	
Number of Adults (parent/ legal guardians only) to be served:	50	

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

Campus Name	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
9 digit Campus ID #	San Perlita MS			
District Name (if different)	245904041			
Distance to Center				

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 245-901

Amendment # (for amendments only):

TEA Program Requirement 3: Center Operation Requirements**Chart 1: Center and Feeder School Detail-** Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 5

Center: L. C. Smith Elementary

9 digit campus ID#

245903105

Distance to Fiscal Agent (Miles)

8.74

Grade Levels to be served (PK-12)

K-5

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**Total**

Number of Regular Students (attending 45 days or more per year) to be served:

176

Number of Adults (parent/ legal guardians only) to be served:

64

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 6

Center Name: Pittman Elementary

9 digit campus ID#

245903102

Distance to Fiscal Agent (Miles)

9.21

Grade Levels to be served (PK-12)

K-5

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**Total**

Number of Regular Students (attending 45 days or more per year) to be served:

215

Number of Adults (parent/ legal guardians only) to be served:

80

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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Schedule #17—Responses to TEA Program Requirements (cont.)				
County-district number or vendor ID: 245-901		Amendment # (for amendments only):		
TEA Program Requirement 3: Center Operation Requirements				
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
Center Number: 7	Center Name: Myra Green Middle School			
9 digit campus ID#	245903041	Distance to Fiscal Agent (Miles)	8.99	
Grade Levels to be served (PK-12)	6-8			
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
				Total
Number of Regular Students (attending 45 days or more per year) to be served:		180		
Number of Adults (parent/ legal guardians only) to be served:		70		
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.				
Center Number: 8	Center Name: Raymondville High School			
9 digit campus ID#	2450903001	Distance to Fiscal Agent (Miles)	10.33	
Grade Levels to be served (PK-12)	9-11			
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
				Total
Number of Regular Students (attending 45 days or more per year) to be served:		55		
Number of Adults (parent/ legal guardians only) to be served:		18		
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	Raymondville Options Academic Academy			
9 digit Campus ID #	245903004			
District Name (if different)				
Distance to Center	1.52			

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Schedule #17--Responses to TEA Program Requirements (cont.)				
County-district number or vendor ID: 245-901			Amendment # (for amendments only):	
TEA Program Requirement 3: Center Operation Requirements				
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
Center Number: 9		Center Name: San Isidro Elementary		
9 digit campus ID#	214902101	Distance to Fiscal Agent (Miles)	40.84	
Grade Levels to be served (PK-12)	PK-8			
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
				Total
Number of Regular Students (attending 45 days or more per year) to be served:				91
Number of Adults (parent/ legal guardians only) to be served:				50
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
9 digit Campus ID #				
District Name (if different)				
Distance to Center				
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.				
Center Number: 10		Center Name: San Isidro High School		
9 digit campus ID#	214902001	Distance to Fiscal Agent (Miles)	40.84	
Grade Levels to be served (PK-12)	9-12			
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
				Total
Number of Regular Students (attending 45 days or more per year) to be served:				41
Number of Adults (parent/ legal guardians only) to be served:				20
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 245-901

Amendment # (for amendments only):

TEA Program Requirement 3a: Center Operations, Program Coordination. Describe how the program will coordinate with schoolwide programs under ESEA Section 1114 and state compensatory education programs under Texas Education Code, §29.081. Explain how the program will coordinate to identify and recruit students who are most in need of academic assistance and the plan for retaining those students in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Ace Program MT has defined "students who are most in need of academic assistance" as those students who are "at-risk" of education failure, or students who have a high number of absences, with special attention paid to those students with unexpected absences, and/or students with a high number of disciplinary referrals. To identify, recruit and retain these students will require a continuous communication effort between the Site Coordinators and the campus Principals. This communication will be imperative to ensure that students with academic needs, high discipline referrals, or poor school day attendance are referred to the ACE Program for additional academic assistance. Site Coordinators will obtain progress reports for every grading period to help determine which students are failing or at risk of failing. Site Coordinators and Principals will contact students and parents to inform them of services available through the ACE Program. To ensure identified students get assistance as soon as possible the Site Coordinators will communicate with teachers and parents to ensure they each know that students can be referred to the Program *prior* to the end of a grading period. Students with a high absence rate will be recommended for enrichment activities while students with high discipline referrals will be recommended for Character Development and Team Building activities (School-Base Mental Health Services).

Further the Site Coordinators will work with the campus Principals to identify students who have failed, or are at risk of failing one or more classes. Recruitment of these students will begin before the students arrive on campus via the ACE Program's (MT). The MT, comprised of community members, students, parents, teachers, and campus administrators will work to effectively communicate with parents and students about the ACE Program and the specific benefits students and parents receive by participating. Recruitment activities and attendance figures, by ACE Center, will be collected and reported by ACE Evaluation Team. Information about students will be held in the strictest confidence. To ensure that communications remain confidential, parents will be asked to sign a release of information so that ACE Program Staff can communicate academic information, in compliance with FERPA, about a student with that student's teacher. The release of information will include any information relevant to the student's Personal Graduation Plan (PGP). Once the release of information is duly signed the Site Coordinator will share relevant information about the PGP with the student's teacher and, when applicable, with the student's counselor.

To ensure that the students most in need of academic assistance are retained in the Program, the ACE Program will provide diverse, enriching, and exciting enrichment activities for students who complete at least one hour academic assistance session each day of the Program. These enrichment activities will include but are not limited to intentionally planning structured program activities that contributes significantly to program quality (ACE Blueprint, 2016).

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 245-901

Amendment # (for amendments only):

TEA Program Requirement 3b: Center Operations, Staffing and Schedule. Describe and explain the planned operating and staffing schedule for each center. Include total number of weeks and hours per week per center for the regular school year as well as the required six-week minimum summer programming. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Fall and Spring – Center Operations

The total number of weeks for Fall and Spring are: 24 weeks.

Dates Scheduled for Fall Term: **August 8, 2016 through December 16, 2016**

Dates Scheduled for Spring Term: **January 9, 2017 through May 15, 2017**

Centers # 1, 2, 3, and 4 Afterschool Campuses will be in operations on Monday through Thursday from 6:30 am to 7:30 am. Monday through Thursday 3:35pm to 5:35pm . 12 hrs. are scheduled for each week for 24 weeks.

Centers # 5, 6, 7, and 8 Afterschool Campuses will be in operations on Monday through Thursday from 6:45 am to 7:45am. Monday through Thursday 3:30pm to 5:30pm . 12 hrs. are scheduled for each week for 24 weeks.

Centers # 9 and 10 Afterschool Campuses will be in operation on Monday, through Thursday from 7:00 am to 8:00am. Monday through Thursday 3:30pm to 5:30pm . 12 hrs. are scheduled for each week for 24 weeks

SUMMER Programming:

Centers # 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10 ALL centers will operate from 8:00am to 12:pm Monday through Thursday for 6 weeks

The totals of weeks for the year is 36 weeks.

TEA Program Requirement 3c: Center Operations, Safety. Describe the plan for ensuring the safety of all program participants and staff in the program at all times. Include the procedures for sign-in and sign-out for all students at each center and adjunct site. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Lasara ISD - ACE Program's first and foremost objective is to ensure the safety of all participants, emergency scenarios will be reviewed with Site Coordinators, campus administrators, and center staff. We will comply with the Texas PRIME Blueprint safety measures to ensure the safety of all programming students, parents and center staff to develop safety policies and procedures, the MT will conduct walk-throughs at all ten centers, surveying classrooms and program areas. The team will identify emergency exits, safety equipment, secured doors and windows, and blind spots. Blind spots are areas that students may interact with other students without direct eye contact or supervision. An example would be restrooms. Center staff will be trained in basic first aid/CPR. All written policies and procedures will be documented in a Parent and Program Staff Handbook. The safety team will also develop code words to centralize students and staff in one area during weather or hostile situation, or securing them in their present location. Code words are important in order not to trigger panic or disorder in a hostile situation. Students must sign in for each programming activity at each, and parents or legal guardian must physical sign their child out at the end of the day. If a student is injured during after school programming, the site coordinator will fill out an incident report followed by a phone to the student's parent or legal guardian that same day. The superintendent of schools is the only person who may authority to cancel programming in case of hazardous situation such as a gas leak. The day will be made up later based on Texas ACE 'make-up' day requirements. The Site Coordinators will have written procedures in the Parent and Program Staff Handbook concerning administration and use of any prescription and non-prescriptions in the Parent and Program Staff Handbook medication, or procedure dealing with infections bodily fluids. All staff will follow discipline policy developed by the safety team.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 245-901

Amendment # (for amendments only):

TEA Program Requirement 4a: Activity Planning, Alignment and Quality. Describe how the program will align all activities with the school day curriculum, expose students to meaningful academic content that supports mastery of the Texas Essential Knowledge and Skills (TEKS), and provide opportunities for youth to practice skills through engaging and interactive activities. Describe the plan for using evidence-based practices and local data to meet student needs and achieve the desired campus and student outcomes. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The ACE Program will align all activities with the school day curriculum and will intentionally use research-based academic activities to enrich learning. The academic content will support the (TEKS) that emphasize the six content areas: **literacy, mathematics, science, the arts technology and homework/tutoring**, which are research-based learning activities. Instructors/teachers may use direct instruction, various exploration activities, and models where students construct meaning through a variety of engaging hand-on activities. Some specific examples of research-based practices we observed include the following:

Program focused on enhancing **literacy** skills incorporated practices such as read aloud and literacy circles/groups to improve specific reading skill, including language fluency, vocabulary development, comprehension and interpretation.

Mathematics programs used math centers, research-supported math activities, and math encountered in everyday activities to strengthen students' ability to use mathematical tools, understand basic numerical tools, understand basic numerical functions, analyze word problems, and interpret instructions for problem solving.

Science programs used research-supported activities such as describing and conducting scientific procedures, using tools to gather and analyze data, designing and conducting investigations, and conducting experiments and using evidence to predict and explain.

Technology programs used the most content-integrated curriculum and reported frequently using research-supported practices such as building skills and understanding, gathering, and sharing information.

Programs in **the arts** used research-based practices such as building arts skills, expressing yourself through the arts, and developing arts skills like interpretation. All the arts activities involved students creating products that were then shared and critiqued, either by the students themselves or their peers.

Programs use **homework and tutoring** assistance to develop increased academic knowledge and skills as well as youth development skills. Programs and sites where homework and/or tutoring activities were observed used practices with current research evidence defining quality academic assistance. These programs centers and sites do relied on staff with strong content knowledge and interpersonal skills to provide direct academic assistance to meet the needs of students, either individually or in cooperative, collaborative groups,-. A center may paid particular attention and time to strengthening students' study skills, work habits, and organizing practices. This program also addresses issues such as time management, locating and using source materials, note taking, and test preparation.

According to the research reviews there is evidence of using the **project-based learning** activities: Indicates that the participating students had improved academic performance and school-day attendance, and fewer behavior issues than prior to use of projects as a learning focus(SEDL,2009)

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 245-901

Amendment # (for amendments only):

TEA Program Requirement 4b: Activity Planning, Meeting Student Needs. Describe how the program will ensure that instruction is adaptable to the academic and developmental needs of students, particularly the individual or small-group instruction needs of students, especially focusing on those students who are at risk of academic failure or dropping out of school. Describe the planned staff to student ratios for the proposed sites and activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As noted in the section above, the ACE Program leadership and staffs are keenly aware that the students in the Program can "vote with their feet" and not return. To help ensure that students want to attend and are excited about their participation in ACE, the leadership and staff routinely and continuously work to ensure that all activities, including enrichment activities, are aligned to student needs. Further, in every activity, whether educational, recreational, family or enrichment, ACE strives to ensure that there are always to improve positive student outcomes.

Educational activities, as noted above, are specifically aligned to each student's needs by means of effectively utilizing campus-level, student-level, and student feedback data. This same attention is given to identifying and aligning its institutional capacity and its intellectual capital by routinely and effectively aligning recreational and other enrichment activities to identified student needs. During the activity planning process, student surveys and focus groups are conducted at each ACE Center to identify a list of activities that generate the highest student interest. Once this list is created the ACE Program Staff works to identify their staff members, volunteers, or contractors who can help deliver the specific activities (e.g. in the past students wanted to learn to golf of the ACE Program found a "pro" who worked with students in small groups to improve their golf games). Once an activity is identified and personnel are assigned to deliver the activity, the ACE Program Staff then works to align the activity with identified student needs and to identify and develop positive student outcomes. Using student-level data, The ACE Program Staff is able to identify students who could benefit from the activities that teach perseverance or those that are designed to teach coping skills. The specific ACE could benefit from "high quality" instruction.

Research shows that intentionally planning structured program activities contributes significantly to program quality. While after school programs take many forms – from those focusing primarily on recreation or enrichment, to those centered on academics and remediation-there are many commonalities that are hallmarked of high quality programs. For example, activities that are engaging to the participants and reflect their interests are more successful at achieving their intended outcomes. Similarly, materials for activities should be safe, sufficient to meet the needs of the activity and appropriate for the age of the students in the program.

Activities reflect and support the program's Goals and Objectives:

Activities address the academic, physical, social, and emotional needs of the students.

The program offers project-based, hands on activities that promote creativity and development of participants self-expression.

The program provides opportunities for development of personal responsibility, self-direction and leadership skills.

There are sufficient materials to support program activities.

Materials are developmentally appropriate for the age range and ability of the students in the program.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 245-901

Amendment # (for amendments only):

TEA Program Requirement 5a: Family Engagement, Family Engagement Specialist. Describe the role of the required family engagement specialist position in providing families with active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

If the Lasara ISD project is approved the grantee will seek and hire a highly qualified a full-time **Family Engagement Specialist (FES)**, with a Bachelor's Degree in Education or related field, must be familiar with the community and support agencies, with the capacity to plan, coordinate and implement a Family Engagement Program at each of the ten centers. The FES is a required position for the ACE Program with the roles of:

1. **Planning, coordinates, and implements a Family Engagement Program in each center**
2. **Works closely with the center and Parent Involvement Program**
3. **Plans and organizes Family Support Services workshops**
4. **Promotes parent and community volunteers at the center**
5. **Works closely with at risk students to ensure they receive continued support for their educational goals**
6. **Inform families of community resources that could provide needed assistance**
7. **Develop Family Resource Center to check out periodicals, books and educational games/materials for the entire family, and**
8. **Performs other duties as assigned related the ACE Program.**
9. **The FES must attend at least one conference on family and parental involvement**

NOTE: Must be adaptable to meet the needs of the families in the program in addition to work flexible hours to accommodate work in the evening (Texas ACE Blueprint).

TEA Program Requirement 5b: Family Engagement, Program Coordination. Describe how the family engagement specialist will coordinate with the project director and site coordinator(s) to recruit participant families and assist in the coordination of family engagement strategies across all centers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The FES will collaborate and coordinate with project director, site coordinators, and the program **Management Team** to recruit participants families and assist in the coordination of family engagement strategies for all ten centers. By collaboration with **MT** the FES may implement the strategies for all centers by doing the following:

- 1 Maintaining regular communication with parents regarding their students and the program
- 2 Conducting needs assessments and surveys to determine the types of activity families want and need , including the needs of working families
3. Maintaining a family **resource center**
4. Provide outreach and service referral that to address family needs that may be barriers to student success
5. Planning, coordinating, and implementing, ongoing, consistent, collaborative activities for families that include, but are not limited to, assistance in how to support their children in academic pursuits and career readiness; developing parenting skills; building literacy; making meaningful connections in the school community and with collaborating organizations; and personal skill building.
6. Coordinating with other districts and campus level positions such as Title I coordinator, state compensatory education coordinator, instructional coaches, counselors, educators , and etc.
7. Coordinate services with programs within the school and community with groups such as good health services, school-based mental services, local colleges, adult education programs, law enforcement, local workforce development, and the "STAND STRONGER" citizenship awareness campaign for eligible families to become U.S. citizens.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 245-901

Amendment # (for amendments only):

TEA Program Requirement 5c: Family Engagement, Activities. Describe the types of family engagement activities planned, when/where they will be offered, and the identified student and family needs that the activities address. Describe how the planned activities address the needs of working families; provide parents with opportunities for active and meaningful engagement in their children's education; and provide families with opportunities for literacy and related educational development. Describe additional resources that will be used to provide family engagement activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

One of the most important assets in the ACE Program is the **family** members. Research shows that the Family Engagement in afterschool and expanded learning programs increases student's achievement and success. Students have a more positive attitudes and behavior, higher graduation rates, greater enrollment in post-secondary education, and lower participation in risky behaviors when parents are involved in their school and afterschool and expanded learning programs(Perkins, Christner, Hoy, Wester, & Mock, 2004).

The FES and the program Management Team will collaborate frequently to assess the needs in planning activities to increase the **quality** of opportunities for families in each of the ten centers. That will increase opportunities for students and family members to participate in one of **three** levels of family engagement programs which are: **(1.) Participation.** The typical role of any family members: signing up their child for the program and special activities, communicating with the staff to give insight on their child's personal situation and behavior, picking up the child from the program, and attending family night. **(2) Engagement:** Being directly involved in the program itself through things like volunteering, becoming a tutor, or taking adult education classes, introduce the rights, responsibilities, of becoming a U.S. citizens, and **(3) Leadership.** Taking responsibility for the direction of the program by serving on a family advisory committee or for the program, or leading an activity or workshop for students or adults(Beyond the Bell, 2014)

Most families would like to be involved in their child's program, but they may not know about the ways that they can contribute. Some families can alter their schedules to participate in a special project, event or a field trip. Some families cannot. All parents can contribute in some fashion. It is important to offer a variety options for families involvement that match parents' interests, skills and schedules. It is also important to be able to express appreciation for the ways in which they do participate. A parent who sews curtains for the puppet theater and never see the theater in action be sure to allow the students write a personal thank this parent in appreciation of their efforts, Implement strategies for engaging families in your ACE Program, some suggestions are:

- Have a family reception at the time of registration, or a family night, Offer food and a chance to meet with staff member.
- Survey family members about their interest, their goals for their children, activities they would like to see in the program, and so on. Use the results to make changes to your program. Share the results with families.
- Provide additional family services, such as family services, such as parenting classes, classes for English language learners, GED courses, and opportunities to become a U.S. citizen.
- Survey family members on what types of interest or hobby's they have. Design ways to allow family members to teach these skills to students or adults through works, field trips, and classes.
- This ACE Program FES will develop a Monthly Calendar for the 2016-2017 School Year to **schedule** ALL of the Student and Engagement Family activities. The Lasara ISD, ACE Program **Family Activity Calendar** will show all the activities for **each center** of the shared services districts which are: **San Perlita ISD, Raymondville ISD, and San Isidro ISD(Blueprint)**

FAMILY ACTIVITIES BY DATE AND CENTER

Activities:	When:	C-1	C-2	C-3	C-4	C-5	C-6	C-7	C-8	C-9	C-10
Family Resource Center	Aug-July	X	X	X	X	X	X	X	X	X	X
Monthly Presentation	Sept-June	X	X	X	X	X	X	X	X	X	X
ACE -Family Advisory	Sept-June	X	X	X	X	X	X	X	X	X	X
Project-Base Activity	Sept-June	X	X	X	X	X	X	X	X	X	X

(NOTE: C-1 Indicates the Center : #)

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 245-901

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 245-901

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 245-901

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 245-901

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Tuancy

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 245-901

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 245-901

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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Schedule #19—Private Nonprofit School Participation

County-District Number or Vendor ID: 245-901		Amendment number (for amendments only):
Part 1: Private Nonprofit School Contacts. This part is required regardless of whether any private nonprofit schools are participating in the program. For <i>statewide</i> teacher training programs or <i>statewide</i> student instructional programs, refer to the list of private nonprofit school association contacts posted on the <u>Applying for a Grant</u> page.		
Total Nonprofit Schools within Boundary		
Enter total number of private nonprofit schools within applicant's boundary (enter "0" if none): 0		
Initial Phase Contact Methods		
Required if any nonprofit schools are within boundary: Check the appropriate box below to indicate initial phase contact method.		
<input type="checkbox"/> Certified letter	<input type="checkbox"/> Documented phone calls	<input type="checkbox"/> Meetings
<input type="checkbox"/> Fax	<input type="checkbox"/> Email	<input checked="" type="checkbox"/> Other method (specify): Internet search for Willacy County
Total Eligible Nonprofit Students within Boundary		
Enter total number of eligible private nonprofit students within applicant's boundary (enter "0" if none):		
Check box only if there is no data available to determine the number of eligible students: <input type="checkbox"/>		
Total Nonprofit Participants		
Total nonprofit schools participating:	Total nonprofit students participating:	Total nonprofit teachers participating:
No nonprofit schools participating: <input type="checkbox"/>	No nonprofit students participating: <input type="checkbox"/>	No nonprofit teachers participating: <input type="checkbox"/>
Part 2: Consultation and Services. Remainder of schedule, Parts 2, 3, and 4, are required <i>only</i> if private nonprofit schools are participating.		
Participant Consultation: Development and Design Phase Consultation Methods		
Check the appropriate boxes to indicate development and design phase contact methods.		
<input type="checkbox"/> Certified letter	<input type="checkbox"/> Documented phone calls	<input type="checkbox"/> Meetings
<input type="checkbox"/> Fax	<input type="checkbox"/> Email	<input type="checkbox"/> Other (specify):
Requirements Considered Per No Child Left Behind Act of 2001 (P.L. 107-110), Section 9501 (c)		
<input type="checkbox"/> How children's needs will be identified		
<input type="checkbox"/> What services will be offered		
<input type="checkbox"/> How, where, and by whom the services will be provided		
<input type="checkbox"/> How the services will be academically assessed, and how the results of that assessment will be used to improve those services		
<input type="checkbox"/> The size and scope of the equitable services to be provided to the eligible private nonprofit school children, and the proportion of funds that is allocated under subsection (a)(4) for such services		
<input type="checkbox"/> The methods or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private nonprofit schools		
<input type="checkbox"/> How and when the organization will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private nonprofit school officials on the provision of services through a contract with potential third-party providers		
<input type="checkbox"/> How, if the organization disagrees with the views of the private nonprofit school officials on the provision of services through a contract, the organization will provide in writing to these officials an analysis of the reasons why the organization has chosen not to use a contractor		
<input type="checkbox"/> Other (specify):		

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Schedule #19—Private Nonprofit School Participation (cont.)

County-District Number or Vendor ID: 245-901

Amendment number (for amendments only):

Part 3: Services and Benefits Delivery**Designated Places/Sites**☐ Public school☐ Private nonprofit school☐ Neutral site☐ Other (specify):**Designated Times**☐ Regular school day☐ Before school day☐ After school day☐ Summer vacation☐ Other (specify):**Part 4: Selection Criteria/Activity Timeline**

#	Private Nonprofit School Name/ Number of Students and Teachers	Selection Criteria	Major Activities	Activity Begin/ End Date
1	School name:	Activity #1 selection criteria	Activity #1 major activities	Activity #1 begin date
	# of students: # of teachers:			Activity #1 end date
2	School name:	Activity #2 selection criteria	Activity #2 major activities	Activity #2 begin date
	# of students: # of teachers:			Activity #2 end date
3	School name:	Activity #3 selection criteria	Activity #3 major activities	Activity #3 begin date
	# of students: # of teachers:			Activity #3 end date
4	School name:	Activity #4 selection criteria	Activity #4 major activities	Activity #4 begin date
	# of students: # of teachers:			Activity #4 end date
5	School name:	Activity #5 selection criteria	Activity #5 major activities	Activity #5 begin date
	# of students: # of teachers:			Activity #5 end date

Part 5: Differences in Program Benefits Provided to Public and Private Schools

Select the one appropriate box below.

☐ There are no differences between the program benefits provided to the public school students and the private school students.☐ There are differences in program benefits to be provided to the public school students and the private school students. (Describe the differences and the reasons for the differences in the space provide below.)

Description of Difference in Benefits		Reason for the Difference in Benefits	
1		1	
2		2	
3		3	
4		4	
5		5	

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